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ABSTRACT

This teacher's handbook for computer assisted instruction (CAI) in reading describes a CAI program and presents sample lessons. The reading program for grades 3-6 consists of reading practice items designed to develop the student's skills in five areas: word analysis, vocabulary extension, comprehension of sentence structure, interpretation of written material, and development of study skills. The program is divided into two parts: (1) Basic Sentences begins at grade level 2.5 and ends at grade level 3.5. All the items in this section represent the simplest type of practice problem that can be presented in a contemporary CAI system. (2) The section on strands, which are sequences of related items, extends from grade level 3.5 through the sixth grade. There is one strand for each of the five areas covered by the program. All the material in the program is organized into classes, groups containing five items, or questions, of similar difficulty. Examples of introductory lessons, answer formats, and topic lists for each strand are presented. (WR)

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TEACHER'S HANDBOOK

FOR

READING, GRADES 3-6

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The Reading, Grades 3-6 program consists of reading practice items designed to sharpen the student's skills in five areas: word analysis, vocabulary extension, comprehension of sentence structure, interpretation of written material, and development of study skills. It contains material for four years of work at grade levels 3, 4, 5, and 6 as well as supplementary remedial material that extends downward to grade level 2.5. The program is divided into two parts: Basic Sentences and Strands.

BASIC SENTENCES

Basic Sentences begins at grade level 2.5 and ends at grade level 3.5. All the items in this section are very short and easy. They represent the simplest type of practice problem that can be presented in a contemporary computer-assisted instructional system. See the sample lesson on page 2.

READING, GRADES 3-6

SAMPLE LESSON 1

These are items that might be given to a student who is working in the Basic Sentences section.

____ ran.

He Run

He

She is ____ sister.

be my

my

John ____ home.

house went

went

The dog is ____.

big a

big

Alice ____ happy.

book was

was

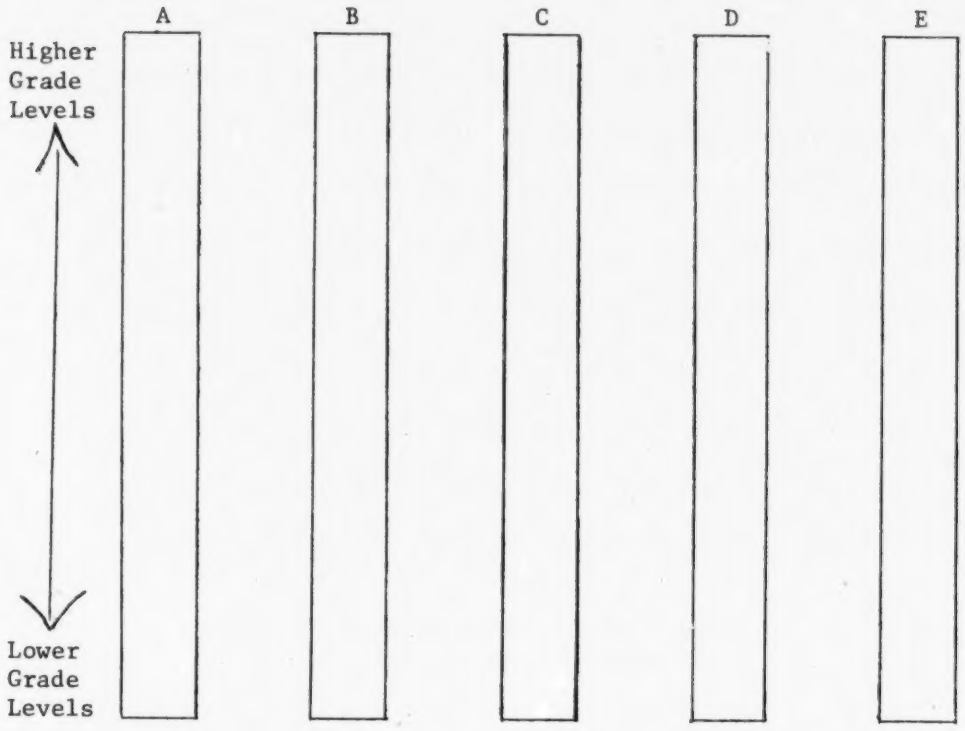
STRANDS

The strands structure extends from grade level 3.5 through the sixth grade. A strand is a sequence of related items. There is one strand for each of the five areas covered by the program. When working in the strands, the student receives items from all five strands during every session. A list of the strands follows, showing the subject area each covers (see also figure 1, page 4).

Strand A	Word Attack - analyzing words as units
Strand B	Vocabulary - building a reading vocabulary
Strand C	Literal Comprehension - understanding the literal meaning of sentences and short paragraphs
Strand D	Interpretive Comprehension - reading sentences for interpretation
Strand E	Work-Study Skills - learning to use resources effectively

The strands structure allows each student to move at his own pace. The material a student receives from a strand is independent of his position in other strands and of the progress of other students. See the sample lessons from the strands on pages 5-8.

STRANDS



STRAND A - Word Attack

Letter Discrimination, Suffixes, Prefixes, Root Words, Compounds, Contractions

STRAND B - Vocabulary

Vocabulary Study, Homonyms, Words with More Than One Meaning

STRAND C - Literal Comprehension

Categories, Transformations, Questions and Answers, Sequence of Events, Likeness and Difference

STRAND D - Interpretive Comprehension

Synonyms, Antonyms, Fact and Opinion, Primary Inference, Cause and Effect, Character Study, Analogies, Slanted Writing, More Interesting Writing, Metaphor and Simile

STRAND E - Work-Study Skills

Alphabetizing, Guide Words and Letters, Finding Information

FIGURE 1

READING, GRADES 3-6

SAMPLE LESSON 2

These are items that might be given to a student whose reading abilities vary from grade levels 3.5 to 4.0.

You ____ not tell Molly. (Strand A - Grade 3.5)

mus must

must

Hold my ____. (Strand A - Grade 3.5)

hand han

hand

Don't step in my ____. (Strand A - Grade 3.5)

pie die

pie

Patty ____ a hole. (Strand A - Grade 3.5)

dug bug

dug

Marty will ____. (Strand A - Grade 3.5)

tall fall

fall

(NOTE: Problems in Strand A are presented consecutively. After Strand A material has been presented, sentences from the other strands are presented in random order.)

Tom is the name ---- that boy. (Strand B - Grade 3.8)

or to of

of

---- is a day. (Strand C - Grade 3.6)

Tuesday him ant

Tuesday

---- comes before "k." (Strand E - Grade 3.6)

d m

d

Linda has ---- best friends. (Strand B - Grade 3.8)

two too

two

Blue is a ----. (Strand C - Grade 4.0)

story color apple

color

"T" comes after ----. (Strand E - Grade 3.6)

f x

f

(NOTE: Strand and grade placement information shown in the right-hand column is not displayed to the student.)

READING, GRADES 3-6

SAMPLE LESSON 3

These are items that might be given to a student whose reading abilities vary from grade levels 5.1 to 6.5.

The unseen stranger hid in the alley.

(Strand A - Grade 6.3)

The stranger in the alley was not ____ by anyone.

other seen told

seen

Teddy is not able to grow a beard.

(Strand A - Grade 6.3)

Teddy is ____ to grow a beard.

ready untold unable

unable

Lucy ate an enormous helping of potato salad.

(Strand B - Grade 5.1)

"Enormous" means ____.

1. blue, brown, and red 2. very big

2

Stan burned his tongue on the pie.

(Strand D - Grade 5.1)

Stan burned his tongue because ____.

1. the pie was too hot 2. his mother was mad at him

1

You would look in ____ to find out what "antidote" means.
(Strand E - Grade 6.5)

1. a newspaper 2. a dictionary 3. an atlas

2

Steve did not actually fly. He just fell off the porch.
(Strand B - Grade 5.8)

"Actually" means ____.

try really done

really

To find out what is on TV, you would look in ____.
(Strand E - Grade 6.5)

1. a dictionary 2. an encyclopedia 3. a newspaper

3

The garbage truck is yellow. The garbage truck is noisy.
(Strand C - Grade 6.2)

The ____ garbage truck is noisy.

yellow

Which sentence makes Joe sound good? (Strand D - Grade 5.1)

1. Joe does favors for other people.
2. Joe lets people push him around.

1

Mindy was dumping the garbage. She held her breath.
(Strand C - Grade 6.2)

Dumping the garbage, Mindy ____ her breath.

held

STRUCTURE OF THE PROGRAM

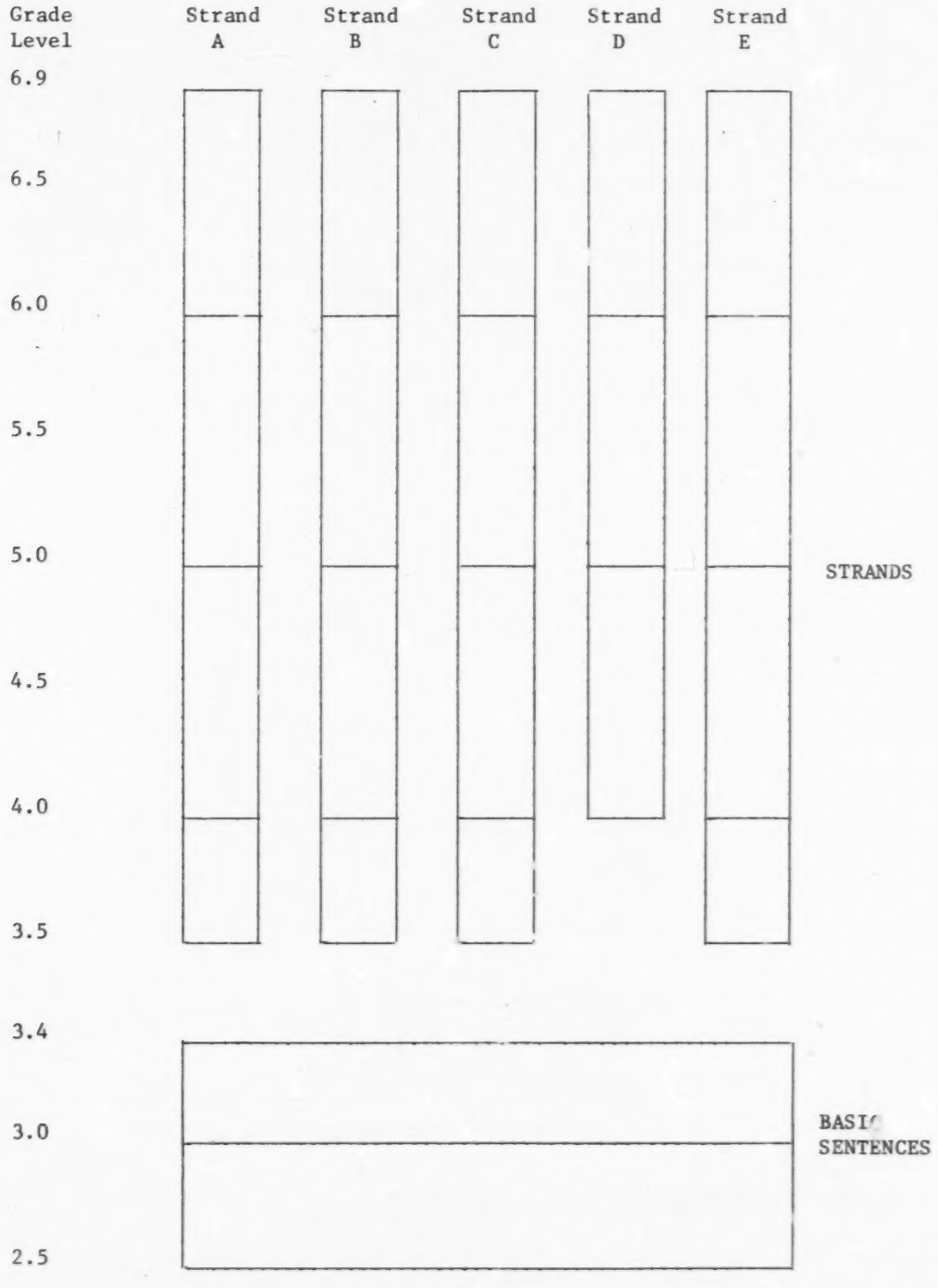


FIGURE 2

PROPORTIONS OF THE STRANDS

The number of items allotted to each strand changes from grade year to grade year. Figure 3 illustrates the proportions of the strands in each grade year.

PROPORTIONS OF THE MATERIAL IN EACH STRAND
AT GRADE LEVELS 3.5 THROUGH 6.9

	Strand A	Strand B	Strand C	Strand D	Strand E
Grade Levels 6.0 - 6.9	15%	20%	30%	30%	5%
Grade Levels 5.0 - 5.9	20%	25%	25%	20%	10%
Grade Levels 4.0 - 4.9	20%	25%	25%	20%	10%
*Grade Levels 3.5 - 3.9	35%	30%	30%		5%

*Strand D is not present in these grade levels.

FIGURE 3

CLASSES

All the material in the program is organized in classes. A class is a group of five items, or questions, of similar difficulty.

RANDOMIZATION WITHIN CLASSES

The items within a class are presented in random order except in Strand A. Due to the nature of much of the material in that strand, the items within each class in Strand A are presented in a fixed order.

The answer choices for nearly all items are presented in random order. When a student misses an item, the answer choices are randomized again before he sees the item a second time. This randomization process occurs before every presentation of an item.

RANDOMIZATION OF STRAND ITEMS

Items from Strands B, C, D, and E are normally randomized. That is, a student may receive one item from Strand B, one from Strand D, one from Strand C, one from Strand E, and so on.

An exception to the randomization procedure is Strand A (the Word Attack Strand). All of the items for one session from Strand A are presented in a fixed sequence; then items from the other strands are presented in random order. Strand A is not randomized because of the nature of some of its material. For example, the student can better grasp the meaning of a contraction

if all five items using that contraction are presented consecutively.

The other exceptions to the randomization process are the paragraphs found in Strand C, Grade 6. A paragraph and the five items related to it are presented as a group.

PROGRESS THROUGH THE PROGRAM

Normal Motion

The student's movement through the program depends upon the number of correct responses he makes within a class. If he responds correctly to all items in a class, he moves to the next class. If he makes one error, he will also be moved to the next class; however, the missed item will be carried forward and presented again in the next class. If the student makes two errors, he remains in that class, randomly repeating the missed items until he makes either one or no incorrect responses. At this point he will move forward as described above.

If the student misses three or more items, he is moved back one class. An item that has been carried forward from a preceding class is not counted as one of the three or more items that cause the backward movement.

ERRORS	MOVEMENT
0	next class
1	next class, carrying missed item forward
2	no movement; missed items repeated in random order
3	back to preceding class

The same criteria for forward and backward motion apply to both the Basic Sentences section and the strands. In the strands portion of the program, however, the student's progress in each strand is independent of his movement in the other strands. If he does well in one strand, he will move forward in it even if he is performing poorly in the other strands.

Initial Placement Motion

Students enter the program at one of four grade levels: 3.0, 4.0, 5.0, or 6.0. The teacher indicates the entering grade level for individual students or for an entire class. A student's entering grade level does not have to be the same as his actual grade year.

If the student performs either very poorly or very well at his entering grade level, the program can adjust his grade level up or down in half-year steps. This rapid adjustment of grade level is called initial placement motion. It is in effect only during the student's first 10 sessions.

If the student answers only 50% or fewer of the items correctly during any of the first 10 sessions, the program moves him back a half year to the closest grade level of .0 or .5: for example, from an entering grade level of 4.0 to a new grade level of 3.5. If the student answers 95% or more of the items correctly, the program moves him forward a half year: for

example, from grade level 4.0 to grade level 4.5.

At the end of the first ten sessions, the members of a class that entered the program at grade level 4.0 may be spread between the upper and lower limits of the program. Students who need remedial work at the level of the most basic reading skills may have been dropped to grade level 3.0 or 2.5; students performing above a fifth grade level may be working at grade level 5.0 or 5.5.

The initial placement motion is one of the individualizing elements of the program. It assures that each student works at the level appropriate to his ability.

TIME-OUT VALUE

The Reading, Grades 3-6 program has a time limit on answers. If the student exceeds this time limit in answering an item, the program sends him a "Timed-out" message and counts his answer as incorrect. This time limit, or time-out value, is initially set at 45 seconds. It can be changed by 5-second increments to a maximum of 60 seconds or a minimum of 30 seconds. If a student is performing poorly and complains of having too little time, the teacher should increase the time-out value for that student. In addition, the time-out value can be changed for an entire class.

READING VOCABULARY

The course material has been designed with low reading levels in mind. The Vocabulary Strand begins at a primary level with the words most frequently used by children themselves. This list was derived from the Faucett-Maki list, which was checked against the International Kindergarton Union List and the Fitzgerald list.

As the strand progresses, new words are introduced. New words are selected from a comprehensive vocabulary list (the Durrell-Sullivan list) of words commonly encountered by children in reading materials at the respective grade levels.

As a supplementary vocabulary list for Grades 5 and 6, Computer Curriculum Corporation has compiled a list of words often found in children's speaking and listening vocabularies. This list contains words prevalent in media such as newspapers and television.

At the end of each session in the strands, the terminal presents each student with the five vocabulary words that he is currently working on. The teacher should suggest to the students that they attempt to use these words in their daily conversation.

The vocabulary of the sentences in the Basic Sentences section has been carefully controlled. The sentences use only words that are part of the speaking vocabulary of primary-grade children. These words were taken from the lists used at the beginning of the Vocabulary Strand and from the list compiled by Helen A. Murphy and others in "The Spontaneous Speaking Vocabulary of Children in the Primary Grades."

INTRODUCTORY LESSONS

Students starting at grade level 4.0, 5.0, or 6.0 must take two introductory lessons before beginning work on the program. These introductory lessons teach the student how to operate the terminal and answer questions. The student must score 75% correct or higher to move from the first introductory lesson to the second or from the second introductory lesson to the program. If he scores less than 75%, he repeats the introductory lesson until he does reach 75% or higher.

Students starting at grade level 3.0 (the Basic Sentences section) take a special introductory lesson. It teaches them how to operate the terminal and answer questions. It has a passing criterion of 75%. Copies of all introductory lessons appear on pages 18-26.

READING, GRADES 3-6

INTRODUCTORY LESSON A

(This is an introductory lesson for students who enter the program at grade level 3.0. See INTRODUCTORY LESSONS, page 17.)

How to Give an Answer

Type the number.

Then push the RETURN key.

4
4

6
6

9
9

5
5

3
3

8
8

2
2

1 (1 is next to 2)
1

7
7

0 (0 is next to 9)
0

Type the word.

Then push the RETURN key.

---

cat
cat

set
set

top
top

kid
kid

run
run

Type the right answer.

The push the RETURN key.

I ---- you.
like* me

Ann walks ----.
is home*

The ---- runs.
and dog*

They ----.
eat* them

Bill is ----.
tall* be

READING, GRADES 3-6

INTRODUCTORY LESSON 1

How to Give an Answer

Type the number.

Then push the RETURN key.

4
4

6
6

9
9

5
5

3
3

8
8

2
2

1 (1 is next to 2)
1

7 .
7

0 (0 is next to 9)
0

Type the word.

Then push the RETURN key.

---

cat
cat

dad
dad

set
set

top
top

kid
kid

leg
leg

stop
stop

run
run

fly
fly

mom
mom

READING, GRADES 3-6

INTRODUCTORY LESSON 2

How to Answer Questions

Type the right answer.

Then push the RETURN key.

Grass is ____.
green* pink

Green is a ____.
color* time

You have ____ hands.
five two*

You can eat ____.
food* rocks

Water is ____.
dry wet*

You can drink ____.
books water*

Yellow is a ____.
color* place

It is ____ in the winter.
cold* hot

Monday is a ____.
toy day*

A ____ is an animal.
cup cat*

Type the number of the right answer.

Then push the RETURN key.

Cars go ____.
    1. in the street   2. on the wall
1

We see ____.
    1. with our legs   2. with our eyes
2

Hair grows ____.
    1. on your head   2. in eggs
1

You can write ____.
    1. with a pencil   2. with your nose
1

You wear a hat ____.
    1. on your foot   2. on your head
2

Dogs ____.
    1. read books   2. have four legs
2

You can sit ____.
    1. in a cup   2. on a chair
2

You can close ____.
    1. your ears   2. your eyes
2

Which is right?
    1. Birds live in trees.
    2. People live in trees.
1

Which is right?
    1. You have one head.
    2. You have three heads.
1

READING, GRADES 3-6

ANSWER FORMATS

These are samples of the answer formats in the Reading, Grades 3-6 program.

FORMAT 1

Coffee is a ____.

drink hat gum

drink

FORMAT 2

The TV was so loud that it woke Velma up.

Velma woke up because ____.

1. she had a bad dream 2. the TV was too loud

2

FORMAT 3

Which word names a good feeling?

sadness happiness fear

happiness

FORMAT 4

Which sentence makes rainy nights sound good?

1. Rainy nights are dark and scary.

2. It is nice to sleep on dark, rainy nights.

2

FORMAT 5

There is a bat in the basement.

A ____ is in the basement.

bat

NOTE: On some terminals, only upper case characters can be printed. In the Reading, Grades 3-6 program, an answer is not counted incorrect because of capitalization.

TEACHER'S REPORT

The Reading, Grades 3-6 program can provide the teacher with student and class performance information at any time. The program will create a teacher's report for a specific class upon request. The teacher's report contains the following information:

- each student's position in each strand in terms of grade equivalence (grade level)
- the amount of time each student has spent working on the program
- the high, low, and average grade levels for the entire class
- the number of time-outs each student has experienced
- which students used the program on the day the report was printed

The grade level profile shows each student's current position in each of the five strands. The teacher can use this portion of the report to locate each student's strong and weak areas. The number of time-outs reveals whether a student or class needs a new time-out value (see TIME-OUT VALUE, page 15). If a student times out more than once in one session, the teacher may decide to raise his time-out value.

The program contains a total of 2,862 classes of five items each. The tables on pages 29-31 show the distribution of classes by strand and grade year as well as the grade equivalence of all classes. The program uses these distribution tables to create the teacher's report.

SAMPLE TEACHER'S REPORT

COVINA ELEMENTARY 13 OCT. 1971 11:20 AM PORT NO. 04
READING 3-6 GROUP REPORT DAVID MUNSON

HR/MN	TO	BS	WA	VOC	LC	IC	WS	ID	NAME
9/20	01	•	3.8	4.1	4.2	4.0	3.9	+1007	KATHLEEN ADKINS
9/23	00	•	5.5	4.8	5.2	4.6	5.1	+1008	MARLENE HAMILTON
9/08	00	•	4.3	4.2	4.4	4.1	4.3	1006	PAULA LARSON
9/02	02	3.1	•	•	•	•	•	1011	JENNIFER ROSALUK
9/43	00	•	5.8	6.1	6.0	5.9	5.7	+1009	PATRICK SLATTERY
8/56	01	•	3.6	3.7	3.8	o	3.5	1010	TERRY TERMAN

9/43	02	3.1	5.8	6.1	6.0	5.9	5.7	HIGH	
8/56	00	3.1	3.6	3.7	3.8	4.0	3.5	LOW	
9/15	01	3.1	4.6	4.5	4.7	4.5	4.5	AVG	

HR/MN = hours and minutes on course

TO = number of time-outs last session

BS = Basic Sentences section

WA = Word Attack Strand

VOC = Vocabulary Study Strand

LC = Literal Comprehension Strand

IC = Interpretive Comprehension Strand

WS = Work-Study Skills Strand

\+ = student worked on the program today

ID = student identification number

HIGH = highest grade point and longest amount of time on the system

LOW = lowest grade point and shortest amount of time on the system

AVG = the class average

The number under each strand column is the student's grade placement in that strand. A • indicates that the student is not working in that area of the program.

NUMBER OF CLASSES BY GRADE EQUIVALENCE

BASIC SENTENCES SECTION

Tenths of Year	Classes	Number of Classes
2.5	1-50	50
2.6	51-100	50
2.7	101-150	50
2.8	151-200	50
2.9	201-250	50
3.0	251-300	50
3.1	301-350	50
3.2	351-400	50
3.3	401-450	50
3.4	451-500	50

NUMBER OF CLASSES BY GRADE EQUIVALENCE

STRANDS

Tenths of Year	Grade 3.5 - 3.9					Grade 4				
	Strand					Strand				
	A	B	C	D	E	A	B	C	D	E
.0						14	17	17	14	7
.1						14	17	17	14	7
.2						14	17	17	14	7
.3						14	17	17	14	7
.4						14	17	17	14	7
.5	24	20	20		4	13	17	17	13	7
.6	24	20	20		4	13	17	17	13	7
.7	24	20	20		4	13	17	17	13	6
.8	24	20	20		3	13	17	17	13	6
.9	22	21	21		2	13	16	16	13	6
Total	118	101	101	0	17	135	169	169	135	67
.0						1-14	1-17	1-17	1-14	1-7
.1						15-28	18-34	18-34	15-28	8-14
.2						29-42	35-51	35-51	29-42	15-21
.3						43-56	52-68	52-68	43-56	22-28
.4						57-70	69-85	69-85	57-70	29-35
.5	1-24	1-20	1-20		1-4	71-83	86-102	86-102	71-83	36-42
.6	25-48	21-40	21-40		5-8	84-96	103-119	103-119	84-96	43-49
.7	49-72	41-60	41-60		9-12	97-109	120-136	120-136	97-109	50-55
.8	73-96	61-80	61-80		13-15	110-122	137-153	137-153	110-122	56-61
.9	97-118	81-101	81-101		16-17	123-135	154-169	154-169	123-135	62-67

NUMBER OF CLASSES BY GRADE EQUIVALENCE

STRANDS

Tenths of Year	Grade 5 Strand A	B	C	D	E	Grade 6 Strand A	B	C	D	E
.0	14	17	17	14	7	10	14	20	20	4
.1	14	17	17	14	7	10	14	20	20	4
.2	14	17	17	14	7	10	14	20	20	4
.3	14	17	17	14	7	10	14	20	20	4
.4	14	17	17	14	7	10	14	20	20	4
.5	13	17	17	13	7	10	13	20	20	4
.6	13	17	17	13	7	10	13	20	20	4
.7	13	17	17	13	6	10	13	21	20	2
.8	13	17	17	13	6	10	13	21	21	2
.9	13	16	16	13	6	11	13	21	21	2
Total	135	169	169	135	67	101	135	203	202	34
.0	1-14	1-17	1-17	1-14	1-7	1-10	1-14	1-20	1-20	1-4
.1	15-28	18-34	18-34	15-28	8-14	11-20	15-28	21-40	21-40	5-8
.2	29-42	35-51	35-51	29-42	15-21	21-30	29-42	41-60	41-60	9-12
.3	43-56	52-68	52-68	43-56	22-28	31-40	43-56	61-80	61-80	13-16
.4	57-70	69-85	69-85	57-70	29-35	41-50	57-70	81-100	81-100	17-20
.5	71-83	86-102	86-102	71-83	36-42	51-60	71-83	101-120	101-120	21-24
.6	84-96	103-119	103-119	84-96	43-49	61-70	84-96	121-140	121-140	25-28
.7	97-109	120-136	120-136	97-109	50-55	71-80	97-109	141-161	141-160	29-30
.8	110-122	137-153	137-153	110-122	56-61	81-90	110-122	162-182	161-181	31-32
.9	123-135	154-169	154-169	123-135	62-67	91-101	123-135	183-203	182-202	33-34

PROGRAM GOALS

Computer Curriculum Corporation's Reading, Grades 3-6 program seeks to provide the remedial reader with individualized work in specific reading skills and consequently to raise the student's reading level. The program's goals are to familiarize the student with commonly encountered word structures, vocabulary, and sentence constructions; to provide practice in the literal and interpretive comprehension of written prose; and to develop the student's work-study skills.

GOALS OF THE BASIC SENTENCES SECTION

The Basic Sentences section of Reading, Grades 3-6 seeks to provide the student with a large body of practice items at the lowest level of remediation possible to present-day computer-assisted instructional systems. Its goal is to familiarize the student with the most basic vocabulary and sentence patterns of the English language. It seeks to reach this goal through the presentation of two- to five-word sentences created from a basic vocabulary of words most often used by children themselves.

STRAND GOALS

STRAND A - Word Attack

The general goal of this strand is to develop word-attack skills through phonetic analysis (letter recognition and discrimination) and structural analysis (prefixes, suffixes, root words, compound words, contractions).

STRAND B - Vocabulary

The general goal of this strand is to build the student's reading vocabulary through context and configuration clues and to familiarize the student with the vocabulary he can expect to encounter at respective grade levels.

STRAND C - Literal Comprehension

The general goal of this strand is to develop the student's ability to associate literal meaning with printed material.

STRAND D - Interpretive Comprehension

The general goal of this strand is to develop the student's ability to draw inferences about and conclusions from progressively more complex written material.

STRAND E - Work-Study Skills

The general goal of this strand is to provide the student with the skills necessary for finding specific information in a variety of resource materials.

SPECIFIC GOALS

STRANDS

STRAND A

Letter Discrimination. The goal of this portion of Strand A is to enable the student to recognize and discriminate between single letters of the alphabet. In addition, the student must be able to recognize the importance of individual letters to the words in which they appear. The student is exposed to the effects of the addition or deletion of individual letters on specific words.

Contractions. The goal of this portion of Strand A is to familiarize the student with specific contractions. The student should be able to recognize the meaning of the contraction as well as the separated, uncontracted words.

Compounds. The goal of this part of Strand A is to enable the student to recognize specific, commonly used compound words. The student also identifies the single words that make up the compound word.

Prefixes. The goal of this portion of the strand is to enable the student to recognize the meanings of common prefixes and their effects on the root words to which they are most often affixed.

Suffixes. The goal of this part of the strand is to enable the student to recognize the meanings of common suffixes and their effects on the root words to which they are most often attached.

Root Words. The goal of this portion of the strand is to enable the student to recognize the meaning and significance of common root words used with a variety of prefixes and/or suffixes. The same words used in prefix and suffix study are repeated here.

STRAND B

Vocabulary. The goal of this portion of Strand B is to expand the student's active vocabulary as well as his sight-recognition vocabulary by means of definition, context clues, and configuration clues.

HOMONYMS. The goal of the Homonyms section of Strand B is to acquaint the student with both the concept of homonyms and specific, commonly used pairs of homonyms and their meanings.

Words with More Than One Meaning. The goal of this portion of Strand B is to extend the student's working vocabulary by defining multiple meanings of individual, commonly used words.

STRAND C

Transformations. The goal of this portion of Strand C is to familiarize the student with the variety of ways in which simple sentences may be restructured and combined and still retain their original meaning. The use of the techniques of transformational grammar familiarizes the student with common sentence structures such as compound sentences, passive voice, compound subjects and predicates, question form, modifier usage, predicate adjectives, displaced subjects, and complex sentences. The student, however, is expected to deal with the material in terms of meaning only, not grammatical structures or terminology.

Categories. The goal of this portion of Strand C is to familiarize the student with the concept of general categories and specific words that can be grouped into categories.

Questions and Answers. The goal of this part of Strand C is to develop the student's ability to read for meaning. Through the medium of (a) statement, (b) question about the statement, (c) answer, the student learns to read sentences carefully for specific information.

Sequence of Events. The goal of this portion of Strand C is to familiarize the student with the words and sentence structures that indicate time and time sequence.

Likeness and Difference. The goal of this portion of Strand C is to train the student to compare descriptions of objects or situations for ways in which they are alike and ways in which they differ.

STRAND D

Synonyms. The goal of this portion of Strand D is to familiarize the student with commonly used pairs of synonyms and with the concept

of synonyms as words that can be used to mean nearly the same thing.

Antonyms. The goal of this part of Strand D is to familiarize the student with the concept of antonyms and with specific pairs of commonly used antonyms.

Fact and Opinion. The goal of this portion of Strand D is to give the student practice in distinguishing between statements which are reflections of opinion and statements which are verifiable facts.

Primary Inference. The goal of this part of Strand D is to give the student extensive practice in grasping inferences from given statements.

Character Study. The goal of this portion of Strand D is to give the student practice in recognizing the emotions and character traits displayed by the behavior of characters in prose.

Slanted Writing. The goal of this part of Strand D is to develop in the student an awareness of prejudicial elements in prose.

Cause and Effect. The goal of this part of Strand D is to develop an awareness in the student of cause and effect in writing.

Analogies. The goal of this portion of Strand D is to give the student practice in recognizing the relationship between the members of pairs of linguistic forms that serves as the basis for the creation of another form.

More Interesting Writing. The goal of this part of Strand D is to awaken the student to an awareness of the specific and descriptive possibilities of language.

Metaphors. The goal of this portion of Strand D is to acquaint the student with the techniques and descriptive capabilities of metaphors and similes and to develop the student's appreciation of language.

STRAND E

Alphabetizing. The goal of this portion of Strand E is to familiarize the student with the arrangement of the alphabet as an aid to work-study skills.

Guide Words and Letters. The goal of this part of Strand E is to further develop the student's alphabetizing skills and his ability to deal with alphabetical work-study referents.

Finding Information. The goal of this portion of Strand E is to train the student in the uses and limitations of standard reference works.

READING, GRADES 3-6

TOPIC LIST

STRANDS

Grade 3.5

STRAND A

- Letter Recognition
- Letter Discrimination
  - End letter change
  - Initial letter change
  - Middle letter change (vowel)
  - Added vowel
  - Dropped consonant
- Suffixes
  - -ing endings
  - -ed endings
  - -er endings
  - -ly endings
- Contractions

STRAND B

- Vocabulary
- Homonyms

STRAND C

- Transformations
- Categories
- Question - Answer

STRAND D - Not present in Grade 3.5

STRAND E

- Alphabetizing

TOPIC LIST

STRANDS

Grade 4 (cont.)

STRAND D

Synonyms

Antonyms

Fact and Opinion

Character Study

More Interesting Writing

Cause and Effect

Primary Inference

STRAND E

Alphabetizing

Guide Letters

Finding Information

Grade 5

STRAND A

Roots

Prefixes

Suffixes

Compounds

Contractions

STRAND B

Vocabulary

Homonyms

Words with More Than One Meaning

TOPIC LIST

STRANDS

Grade 5 (cont.)

STRAND C

Transformations

Categories

Question - Answer

Facts

Likeness and Difference

STRAND D

Synonyms

Antonyms

Slanted Writing

Character Study

Analogies

General and Specific

Cause and Effect

Primary Inference

STRAND E

Alphabetizing

Guide Letters and Words

Finding Information

Grade 6

STRAND A

Compounds

Root Words

Prefixes

Suffixes

Contractions

TOPIC LIST

STRANDS

Grade 6 (cont.)

STRAND B

Vocabulary

Words with More Than One Meaning

Homonyms

STRAND C

Question - Answer

One-line

Two-line

Paragraph Comprehension

Categories

Transformations

STRAND D

Primary Inference

One-line

Two-line

Slanted Writing

Character Study

Synonyms

Antonyms

More Interesting Writing

Metaphors and Similes

Analogies

STRAND E

Alphabetizing

Guide Letters and Words

Finding Information